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ABSTRACT

This collection of over 100 games and activities is intended to increase oral proficiency among Spanish-speaking children without requiring reading skills. The collection grew out of the desire to provide remedies for specific linguistic weaknesses in English as identified by the Language Assessment Scales (LAS). Because tongue twisters, riddles and rhymes, and childhood games play a large part in the acquisition of the first language, these are emphasized. The Language Arts Supplement (LAS-LAS) is a language enrichment experience in two dimensions. First, it is not meant to instruct, in the sense of being didactic; there are no word or sentence pattern drills, per se. Wherever possible, the learning is meant to take place within the context of games and whimsey. Second, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic cultural exchange. The activities can be done with a minimum of teacher guidance; the native-speaking students themselves provide the language model for the second language learners. The activities can also serve a useful pre-reading function to complement any English language arts program. For each game or activity, the objective, materials needed, and procedure are given. (Author/AMH)

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LAS® LANGUAGE ARTS SUPPLEMENT

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English

Revised Edition

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Language, the system that combines sounds and words into meaningful units of communication, is common to all people, everywhere. Language is a tool – always a means and not always an end. Our ability to use it allows us to share our thoughts, to form a bond, with other people who know that language. Difficulty with or inability to use the tools of language, can cause misunderstanding and isolation. There is no way one can learn to speak all of the languages of the world. Yet the ability to speak more than one language should decrease the probability of isolation.

All normal children appear to acquire language skills at roughly the same rate. Most children grow up and, without undue effort, learn the language they hear spoken around them. As soon as the child puts words into sentences, and without special lessons from their parents in phonology, morphology or syntax, a simple grammar is present. The role of parent speech seems to be essentially directional; it provides the child with a basis for choice from among all the options offered by the multitude of possible language sounds and patterns. The child acquires language competence from the daily conversational interactions, from the bedtime stories and the multitude of children's games played with older siblings and peers and passed on from one generation to another . . . from *Hide and Go Seek* and *London Bridge*, from *Arroz con leche* and *San Serení* . . .

Given appropriate exposure to more than one language, a child will naturally become bilingual or even multilingual (as is the case with many Europeans). There seems to be steadily increasing evidence that children may learn a second language in the same way that they learn their first language—and that they pass through the same stages of acquisition, from single words, to 2- or 3-word sentence fragments, to regularized errors and finally to a close imitation of adult speech.

The games and activities of the LAS Language Arts Supplement (LAS-LAS) grew out of two ideas. First, there was the desire to provide remedies for specific linguistic weaknesses in English and Spanish as identified by the Language Assessment Scales (LAS). To this end the objectives of the LAS-LAS are classified according to the rationale of the Language Assessment Scales which is based on the accepted notion that language consists of four primary subsystems: the *phonemic* system (the basic "sounds" of the language); the *referential* system (the "words" of the language); the *syntactical* system (the rules for making meaningful sentences); and the *pragmatic* system (using language to reach specific goals).

Secondly, as we developed the LAS-LAS, keeping in mind how children seem to acquire their first language, we drew heavily on the culture-specific linguistic contributions of the tongue twisters, riddles and rhymes, and childhood games of both languages.

The LAS-LAS is a language enrichment experience in two dimensions. First, it is not meant to "instruct" in the sense of being didactic. There are no word or sentence pattern drills *per se.* Wherever possible, the learning is meant to take place with the context of games and whimsey. Secondly, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic culture exchange, wherein the activities can be done with a minimum of teacher guidance as the native speaking students themselves provide the language model for the second language learners.

It should be noted that the intent of the LAS Language Arts Supplement is to increase oral proficiency without requiring reading skills. As such, these games and activities can serve a very useful pre-reading function which we hope will be a complement to any language arts program.

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Thirty Thousand

OBJECTIVE: Practice th sound /ð/.

MATERIALS: None required.

PROCEDURE: Students practice tongue twister and can divide into teams to compete with one another.

Thirty thousand thoughtless boys
Thought they made a thundering noise;
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

Tongue Twisters

OBJECTIVE: Practice voiced and unvoiced th sounds /ð/, /θ/.

MATERIALS: None required.

PROCEDURE:
1. Philip thought while Thelma fought.
2. Thirty flirty fish had thin fins.
3. Neither ether nor ethylene. No anesthetics, thanks.

As each student learns to say it without a mistake, s/he can challenge someone else to say it just as fast.

Thelonius Thought

OBJECTIVE: Practice unvoiced th sound /θ/.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat the following tongue twister.

Thelonius thought a thought.
But the thought Thelonius thought
he thought wasn't the thought he thought.

If the thought Thelonius thought
he thought had been the one he thought,
he wouldn't have thought so much.

Picture Bingo

OBJECTIVE: Practice voiced and unvoiced th sounds /ð/, /θ/.

MATERIALS: Bingo picture cards with a picture in different squares on each card (see suggestions below); beans for markers; a set of picture cards for caller.

PROCEDURE: A student leader or teacher calls out the name of a picture card and asks the group to check and see if they have it on their cards. First one to cover a complete row in any direction is the winner and then names all the pictures in the row.

(cont'd.)

Picture Bingo (cont'd.)

Picture suggestions:

thermometer	moth	zither
thimble	thistle	thumbtack
thirty	tooth	feather
bathtub	thumb	three
toothbrush	three hundred	one free square

The House That Jack Built

OBJECTIVE: Practice voiced th sound /ð/; increase vocabulary; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Read the following story and have students fill in missing word as each new person/thing is added.

1. This is the house that Jack built.

2. This is the malt
   That lay in the house that Jack built.

3. This is the rat
   That ate the malt
   That lay _____.

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(cont'd.)

The House That Jack Built (cont'd.)

4. This is the cat,
   That killed the rat,
   that ate the malt,

   _____

5. This is the dog,
   That worried the cat,
   That killed _____
   that ate _____
   _____

6. This is the cow with the crumpled horn,
   That tossed the dog,
   That worried the cat, etc.

7. This is the maiden all forlorn,
   That milked the cow with the crumpled horn, etc.

The House That Jack Built (cont'd.)

8. This is the man all tattered and torn,
That kissed the maiden all forlorn, etc.

9. This is the priest all shaven and shorn,
That married the man all tattered and torn, etc.

10. This is the cock that crowed in the morn,
That waked the priest all shaven and shorn, etc.

11. This is the farmer sowing his corn,
That kept the cock that crowed in the morn, etc.

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Riddle

OBJECTIVE: Practice voiced th sound /ð/ , increase vocabulary; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Using the following words make up riddles and have the students guess the riddles.

lather	smooth
father	breathe

Example:
(Lather) You use soap to make it.
(Father) Your mother's husband.
(feather) What birds need in order to fly.
(lathe) What you can use to make a chair rung.
(smooth) The opposite of rough.
(mother) Your father's wife.

Minimal Pairs

OBJECTIVE: Practice voiced th sound /ð/.

MATERIALS: Two sets of word cards.

PROCEDURE: Set word cards on blackboard tray in view of class. Divide class in teams. Alternately call out a word for a member of each team. As the word is called, the player goes to blackboard, picks up the word and uses it in a sentence. If s/he can't do it, members of his/her team can give him/her one clue as to the meaning of the word. If she/he fails to produce a sentence, s/he forfeits the turn and the second team scores.

Some pairs:

though-dough	leather-letter
they-day	breathe-breed
then-den	

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Picture Bingo

OBJECTIVE: Practice /v/ sound; increase vocabulary.

MATERIALS: Bingo picture cards with pictures in different squares on each card (squares have pictures of items with /v/ sound), beans for markers; a set of picture cards for caller.

PROCEDURE: A student leader or teacher calls out the name of a picture card and asks the group to check and see if they have it on their cards. First one to cover a complete row in any direction is the winner and then names all the pictures in the row.

Picture suggestions:

valentine	twenty-five	violin	wave
violet	vacuum cleaner	violinist	moving van
five	weather vane	vegetables	river
vines	glove	(one free square)	

Little Girl

OBJECTIVE: Practice /v/ sound.

MATERIALS: None required.

PROCEDURE: Read and have student(s) repeat following verses:

Little Girl

"Little girl, little girl, where have you been?"
"Gathering roses to give to the queen."
"Little girl, little girl, what did she give you?"
"She gave me a diamond as big as my shoe."

The Dog Went to Dover

Leg over leg,
As the dog went to Dover;
When he came to a fence,
Jump he went over.

Five Chives

OBJECTIVE: Practice /v/ sound.

MATERIALS: None required.

PROCEDURE: Students line up across the room (or any location with ample room). The student who can say it fast without a mistake gets to take a giant step.

Five chives alive
grew on a vine

Foward & Backward

OBJECTIVE: Practice /v/ sound.

MATERIALS: None required.

PROCEDURE: Contrast intervocalic "v" with "b". Students line up and wait for a word to be called. If student hears correctly the /v/ or /b/ sound and calls it by its proper sound s/he gets a long step forward. If s/he fails to do so, student must take a long step backwards.

baby	never
liberty	clover
robin	glove
Bobby	five
maybe	evening
	river

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What's Missing

OBJECTIVE: Practice /v/ sound; increase vocabulary; increase sentence comprehension and production.

MATERIALS: A set of pictures, each having a part missing.

PROCEDURE: Set up like "quiz show" (#) giving each "panel member" two pictures. The "contestants" must respond: "It doesn't have a _____."

a hand without a thumb
a coat without a sleeve
an elephant without a trunk
a car without a wheel
a door without a door knob
a bird without a wing
a dress without a button
a horse without a tail
a shoe without a lace
a purse without a handle

What's Over the _____?

OBJECTIVE: Practice /v/ sound.

MATERIALS: A set of pictures with two things, one above the other.

PROCEDURE: Two teams, each having a captain who has a set of pictures. One captain begins by asking a member of the other team "What's over the _____?" The answer is "A _____ is over the _____." If the other team answers, it becomes their turn. If not, the captain can ask a member of his team. Then the other captain asks the next question.

Cow jumping over the moon.
Stars over a city.
Sun over a school, etc.
- or -
ask about things in the classroom

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In the Oven

OBJECTIVE: Practice /v/ sound; increase vocabulary.

MATERIALS: Two ovens, perhaps drawn on cardboard box, with an oven door that opens and closes. Two sets of picture cards.

PROCEDURE: Give one member of each team a certain amount of time to put pictures in the oven or not in the oven as appropriate. Then have them show cards saying, "We put bread in the oven," etc. Score one for the team with the most correct responses. Older students may have "in the oven" or "on the stove."

Use pictures of food:

bread	hamburger	chicken
pie, cake	cookies	eggs
carrots	milk	tortillas
enchiladas	tomatoes	onions

Yippee! Bingo

OBJECTIVE: Practice y sound /j/; increase vocabulary.

MATERIALS: A set of bingo cards with the y sound for each student; a bunch of buttons; small pictures cards for caller.

PROCEDURE: Play as in Picture Bingo (#4). Winner calls out Yippee! upon completing three in a row and must identify winning pictures.

Suggested pictures:

yarn	yak	young man	yardstick
yam	egg yolk	young lady	yeast
yacht	yucca	yard	yellow jacket

Garbage

OBJECTIVE: Practice distinguishing y sound /j/ from j sound /dʒ/.

MATERIALS: 4 boxes; two with a picture of a garbage can; two with a picture of y sound word.

PROCEDURE: Play as for "Garbage", pp. 58-59.

Suggested y sound pictures:

yarn	yoke	yacht,	etc.
yam	yucca		
yo-yo	yak		

Suggested "garbage" pictures:

pajamas	jacket	banjo, etc.
jam	jeep	
jar	yellowjacket	

Yawn

OBJECTIVE: Practice y sound /j/; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Divide the class in half. While one half recites the following rhyme, the other half (facing them) listens for the word "yawn" and pretends to yawn. At the end, everyone yawns together.

I yawn when I'm sleepy.
I yawn so easily
Sometimes I yawn if I can see
A someone else who yawns at me.

Yellow Yellow

OBJECTIVE: Practice y sound /j/.

MATERIALS: None required.

PROCEDURE: Students learn this verse and quiz each other to reveal what it is.

yellow yellow
standing still
yellow yellow
shining bright
yellow yellow
what am I
(Answer: the sun)

Y-words

OBJECTIVE: Practice y sound /j/; increase vocabulary; increase sentence comprehension and production.

MATERIALS: List of y sound words. (Students should have had some previous exposure to vocabulary to be used.)

PROCEDURE: Divide students into two teams and give them each a word. The one who can use it correctly in a sentence first scores a point.

Suggested words:

yo-yo	used	yacht
yummy	yes	yesterday
egg yolk	year	yodel
yarn	yellow	yak
yawn	yam	yearling, etc.

Picture Bingo

OBJECTIVE: Practice /h/ sound; build vocabulary.

MATERIALS: Picture bingo cards (pictures in squares, same pictures but in different order on each card); lots of beans; complete set of pictures for caller.

PROCEDURE: A student leader or teacher calls out the name of a picture card and asks the group to check and see if they have it on their cards. First one to cover a complete row in any direction is the winner and then names all the pictures in the row.

Suggested pictures:

hat	honeycomb	hairbrush	hammer	hand
horse	harmonica	hawk	heart	heifer
ham	high-heeled shoe	honey bee	hyena	hen
heel		horn	hill	hinge
horseshoe				

He has to . . .

OBJECTIVE: Practice /h/ sound; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE:

1. Practice these sentences. Repeat the first three words before each phrase.
   He has to hold her hat.
   hand me his whole hand.
   hang his coat on a hanger.
   hurry home.
   hand in his homework.
   hit his hard head with a hammer.
2. Ask the children to think of similar sentences with /h/ sound.
3. Choose someone to pantomine one of these actions while the others guess.

Telephone Game

OBJECTIVE: Practice /h/ sound.

MATERIALS: Two play telephones and a room divider.

PROCEDURE: Three students can act in this telephone game with the teacher giving cues.

			phone 1	phone 2
teacher - student 1	student 2			
	student 3			

CUES: hungry, hairy, human, horrible, heavy, high

T (whispers to student 1): hungry
S_1 (quietly to student 2): I'm hungry
S_2 (on phone): What did she say?
S_3 (on phone): S/he said that s/he was hungry.

Complete the Sentence ...

OBJECTIVE: Practice /h/ sound.

MATERIALS: None required.

PROCEDURE: Teacher starts the sentence with a word beginning with h. The class adds to the sentence other "h" words until a sentence is completed.

T: help
S_1: I'll help
S_2: What did he say?
S_3: He said that he would help.
- --hand up the picture.
- --hold the hammer.
- --hurt the horse.
- --hand him/her his/her hat.
- --hit Harry on the head.
- --hurry him/her to the hospital

) These could be drawn or pantomined after they had been introduced.

How much?

OBJECTIVE: Practice /h/ sound; increase sentence comprehension and production.

MATERIALS: Apron for (grocer, butcher), a white shirt for a doctor's uniform, a baker's hat, etc. Costumes for professions. A cash register, if possible. A shopping bag for the shopper.

PROCEDURE: Dramatize this dialog using costumes, realia, pantomine:

LINE 1 - 1st student (butcher): Good morning, Mr. Jones. What can I do for you?
" 2 - 2nd student (shopper): I need some ham.
" 3 - 1st student: How much do you need?
" 4 - 2nd student: Oh! About 1/2 kilo. How much does it cost?
" 5 - 1st student: Not much! Here you are!

(cont'd.)

How Much? (cont'd.)

The underlined parts can be varied as follows:

(1) baker: same
(2) shopper: I need some (doughnuts, bread, cookies)
(3) baker: How many do you need?
(4) shopper: Oh! A dozen. How much does it cost?
(5) baker: same

Once learned, they can think of variations.

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Bite Your Tongue

OBJECTIVE: Practice schwa sound /ʌ/.

MATERIALS: None required.

PROCEDURE: Students practice the following nonsense tongue twister.

Bud tugs the mugs
And bugs dug the mud
Then saw the rugs in luck.

Woodchuck

OBJECTIVE: Practice schwa sound /ʌ/.

MATERIALS: None required.

PROCEDURE: Teach the following tongue twister and have students repeat in chorus and individually.

If a woodchuck could chuck wood,
How much wood would a woodchuck
chuck, if a woodchuck could chuck
wood?
He would chuck, he would, as much
as he could.
If a woodchuck could chuck wood.

15-square Bingo

OBJECTIVE: Practice schwa sounds /ə/, /ʌ/.

MATERIALS: Picture bingo cards with 15 squares; pictures should be the same on each card with pictures in different order, lots of beans; a complete set of pictures for caller.

PROCEDURE: A student leader calls out the name of a picture card s/he holds and asks the group to check and see if they show it on their picture bingo cards. First one to cover a complete row in any direction is the winner and must name all the pictures in the row.

Suggestions for pictures:

sofa	truck	one
camera	banana	cup
duck	butter	sun
bug	bun	oven
rug	tugboat	truck

Can You Remember?

OBJECTIVE: Practice schwa sounds of a, e, u. (/ə/, /ʌ/).

MATERIALS: A set of picture cards of items containing schwa sound. See suggestions below.

PROCEDURE: Place the picture cards on the chalkboard ledge. Ask a student to go and pick one, point to it and identify it. The second goes up, repeats the first and adds a second card of his/her choice. Each successive student identifies the pictures in their proper order, and adds one to it. When it becomes too confused, begin again.

Suggested pictures:

camera	duck	truck	hut
banana	bug	sofa	cup
crutch	butter	sun	tongue
bubble			

Balloons

OBJECTIVE: Practice schwa sound, /ə/, /ʌ/.

MATERIALS: 10 balloons with pictures attached. See list of suggestions below.

PROCEDURE: Students sit in a circle, 10 are holding balloons. One is chosen to sit in the center where s/he studies the balloon pictures for a minute, then closes his/her eyes while one of the balloons is hidden. S/he tries to guess which one is missing. "The balloon with the _____ is missing (gone)." Bring back the balloon and choose another student, hide a different balloon.

Picture suggestions:

tugboat	truck	sofa
camera	banana	butter
duck	bug	bun
one		

The Skunk Jumped

OBJECTIVE: Practice the schwa u / ʌ / & schwa e.

MATERIALS: None required.

PROCEDURE: Have students practice the following tongue twisters and challenge each other to say one or both correctly.

a) The skunk jumped over the stump.

b) Rubber baby buggy bumpers.

Football Game

OBJECTIVE: Practice /ə/ sound (schwa a); increase sentence comprehension and production.

MATERIALS: List of words with schwa a.

PROCEDURE: Divide group into two teams. Teacher calls a word to player of team #1. If that player can use word in a sentence, then ball is moved 5 yards toward team's goal (50 yards is a touchdown) and they take another turn with second team #1 player. When team #1 cannot make a sentence, team #2 gets to try to use words in a sentence.

Suggested words:

ago	away	above	sofa
again	awake	asleep	color
against	alike	across	bandana
along	aloud	afraid	company
around	alone	agree	idea

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Hats

OBJECTIVE: Practice /æ/ sound.

MATERIALS: 10 hats, made of construction paper and 10 pictures of objects with /æ/ sound.

PROCEDURE: Students sit in a circle, 10 of them holding hats. Review words for pictures, then choose one student to close his/her eyes, or go out of the room while one of the hats is removed. The student comes back in or opens eyes and tries to guess (remember) which hat is gone. "The hat with the _____ is gone."

cat	lamp	bathtub
bat	rat	glass
apple	pan	gnat
mat		

Red or Blue?

OBJECTIVE: Practice distinguishing /æ/ sound from /ɛ/ sound.

MATERIALS: Two boxes, one labeled with a picture of a cat, the other labeled with a picture of a pen. The first is full of blue tokens, the second is full of red.

PROCEDURE: Two teams. Teacher says a word. One player from each team runs to the boxes and takes a token from the box labeled with the picture representing the sound in the word the teacher said. First one to reach the teacher with the correct color token wins the point. Team with most tokens wins.

patty	net	stand	rest
mat	sand	lamb	ram
apple	bet	check	went, etc.

Mailbox

OBJECTIVE: Practice /æ/ sound; increase vocabulary.

MATERIALS: A mailbox made of cardboard with a letter slot on the top or side. Pictures.

PROCEDURE: Pass the picture cards out to the student and ask, "What do you have to mail, (Jorge)?" S/he answers, "I have a basket." If s/he says it correctly s/he can mail it, otherwise s/he waits for another chance.

I have a _____. Suggestions for words:

mat	mask	rat
apple	bat	gnat
lamb	cat	tack, etc.

43

Gossip

OBJECTIVE: Practice /æ/ sound.

MATERIALS: Two play telephones, pictures of things with /æ/ sound.

PROCEDURE: Using the pictures, have two students make up a telephone conversation to include some of these words:

apple	rat	cat
anchor	saddle	ankle
mat	gnat	bat
		ladder, etc.

Simon Says

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Will also give practice with initial (s) followed by a consonant. The following can be a fun twist to the game:

Simple Simon says spin
Simple Simon says stop
Simple Simon says stand
Simple Simon says slide
Simple Simon says stomp

45

The Skunk Sat

OBJECTIVE: Practice /s/ sound + consonant.

MATERIALS: None required.

PROCEDURE: Have student(s) learn following tongue twister.

The skunk sat on a stump
and thunk the stump stunk.
But the stump thunk
the skunk stunk.

Seashells

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Have students recite the following old tongue twister:

She sells seashells by the seashore.
If she sells seashells by the seashore,
How many seashells shall she sell?

Does It Speak?

OBJECTIVE: Practice /s/ sound.

MATERIALS: A set of picture cards of different items that begin with the /s/ sound, i.e., sandwich, seed, snake, star, sun, secretary, seat, sausage, ski, saddle, swing, rollerskate, etc.

PROCEDURE: Divide into two teams each one having a captain who has a set of pictures. One captain begins by asking a member of the other team, "Does the _____ speak?" Player must answer, "Yes, it speaks," or "No, it doesn't speak." If the other team answers it becomes their turn; if not the captain can ask a member of his team. Five points for a correct answer. First team to get 30 point wins.

Example: Does the sandwich speak?
Does the smoke speak?

Simple Simon

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Have students learn and recite the following poem. Then divide the class into two groups and see who can recite it without any mistakes:

Simple Simon met a soupman
Going to the sea
Said Simple Simon to the soupman
Let me taste your tea
Said the soupman to Simple Simon
Show me first your gold
Said Simple Simon to the soupman
Keep your soup, it's cold.

I Spy

OBJECTIVE: Practice /s/ sound + consonant.

MATERIALS: Pictures of objects whose names being with /s/ + consonant.

PROCEDURE: Call one student to the front and show him/her one card. (Or have it drawn from a pile.) S/he keeps it hidden and begins, "I spy something . . ." As the class guesses, s/he continues giving hints until it is guessed. The person who guessed can then have a turn to draw a new card.

Example: (the picture is a star)

I spy something that shines.

I spy something that is in the sky, etc.

Some possibilities:

snail	scales	school	spurs
screwdriver	squirrel	stamp	spider
			scarf, etc.

Thumb Thumb

OBJECTIVE: Practice the /θ/, "voiceless th" sound.

MATERIALS: None required.

PROCEDURE: Teacher reads the poem and the students repeat the part of "thumb, thumb, thumb." Teacher raises her thumb each time as a cue for the students to do their part.

I heard a cricket sing this song ("thumb,thumb,thumb")
He sang and sang the whole night long.("thumb, etc.")
I tried to find him everywhere ("thumb, etc.")
In the closet, under the chair. ("thumb, etc.")
I waited till the break of day ("thumb, etc.")
But then the cricket hopped away.
"Thumb, thumb, thumb
thumb, thumb, thumb) softer and
thumb, thumb, thumb) softer

51

Stand Up - Sit Down

OBJECTIVE: Practice voiceless th (θ) sound.

MATERIALS: None required.

PROCEDURE: Students stand up if they hear the two words as being the same and they just sit if they're different. Words are called out by the teacher.

thick - sick	thank - dank
thank - sank	thick - Dick
bath - bass	thumb - dumb
thing - sing	bath - bad
thin - sin	moth - mod
think - sink	Thor - door
mouth - mouse	oath - ode

The Thimble Game

OBJECTIVE: Practice the /ɵ/, "voiceless th" sound.

MATERIALS: Pictures of different rooms in the house (bathroom, kitchen, bedroom, living room) and thimble.

PROCEDURE: Picture cards are set up on the blackboard tray. One student is chosen to hide the thimble and the rest of the group asks him/her "Did you hide the thimble in the bathroom?" (Substitute the underlined word with other rooms in the house.) The game continues until the correct room is guessed. The person who hid the thimble then says: "Yes, the thimble is in the _____."

53

Where is the Toothbrush?

OBJECTIVE: Practice unvoiced th sound /ɵ/.

MATERIALS: Several boxes numbered, starting with 3 (3,4,5,6,7,8,9). Don't use 1 or 2 because first and second don't contain the th sound.

PROCEDURE: Put an object or a picture in one of the boxes while the students are closing their eyes. Have them guess by asking questions: Is the(toothbrush)in the fourth box? the third? the seventh? Let the student who guesses hide the next one.

Cathy and Cassie

OBJECTIVE: Practice /θ/, voiceless th sound.

MATERIALS: None required.

PROCEDURE: Say the minimal pair words aloud to the students. They clap their hands when the th sound is made.

Minimal pairs.

thick - sick	sought - thought
thank - sank	bath - bass
some - thumb	tease - teeth
path - pass	miss - myth
mouse - mouth	Cathy - Cassie

Thistle Sifter

OBJECTIVE: Practice unvoiced th sound /θ/.

MATERIALS: None required.

PROCEDURE: Have student(s) receive following tongue twister.

A thistle sifter sifts thistles.
If a thistle sifter sifts thistles,
how many thistles can a thistle sifter sift?

I'm Thinking Of . . .

OBJECTIVE: Practice voiced and unvoiced th sound /ð/, /θ/.

MATERIALS: List of riddles about things beginning with th.

PROCEDURE: Tell students riddles and have them guess. (With older students, have them make up the riddles and tell them.)

Examples:
I'm thinking of something that's part of the body. (thumb)
...that's part of a rose stem. (thorn)
...of how I feel after eating popcorn. (thirsty)
...of something that tells how hot or cold it is. (thermometer)
...of something that comes after thirty-two. (33)

Thin Thistles

OBJECTIVE: Practice unvoiced th sound /θ/.

MATERIALS: None required.

PROCEDURE: Have student(s) recite following tongue twister, then make up their own variations.

Do you think this thin thistle
looks like that thin thistle?

58

Choose Me, Chase Me

OBJECTIVE: Practice ch sound /tʃ/.

MATERIALS: None required.

PROCEDURE: Form a sitting circle. Student who is "it," says, "I don't choose you," as s/he tops each student's head around the circle. When "it" says "chase me" instead, that student tries to tag "it" before s/he can run around the circle and sit in that student's space. Student who was tagged becomes "it."

Picture Bingo

OBJECTIVE: Practice ch sound /tʃ/.

MATERIALS: Picture bingo cards (pictures in squares in different order on each card); lots of beans; complete set of pictures for caller.

PROCEDURE: Play as for "Picture Bingo", p. 23.

Suggested pictures:

church	chicken	match
witch	chipmunk	lunchbox
cheese	chair	chimney
chain	churn	chocolate chips
chalk	wristwatch	(1 free square)

Cross Patch

OBJECTIVE: Practice ch sound /tʃ/.

MATERIALS: None required.

PROCEDURE: Teach student(s) the following old rhyme and have them repeat and memorize.

Cross patch,
  Draw the latch,
Sit by the fire and spin;
  Take a cup,
  and drink it up,
Then call your neighbors in.

61

Chewing Chips

OBJECTIVE: Practice ch sound /tʃ/; increase vocabulary; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Begin with the sentence, "I was chewing some chips when my chair broke." The next person must think of another ch word and add it to the original sentence. "I was chewing some chips and some chocolate . . ."
Try to stick to food at first, but you may want to make it funny, nonsensical. Remember ch at end and in the middle of the word is equally good practice.

chocolate	cherries	cheese
chicken	a sandwich	sandwiches

Garbage

OBJECTIVE: Practice ch sound /tʃ/.

MATERIALS: 4 boxes, two with a picture of a garbage can; two with a ch word picture (chair, chest, etc.). Set of picture cards with and without ch sound.

PROCEDURE: Divide into two teams and give one set of boxes and an equal number of picture cards to each team. One student from each team separates ch pictures into ch box--and words without ch sound into "garbage" box, pronouncing aloud as they do so. This can be timed starting fairly long (1-1-1/2 min.) and speeding up. Both teams work at the same time and must stop when time is up. Team with most correctly identified pictures gets the point. Two more students then have a turn. At the end, team with most total points wins.

(cont'd.)

Garbage (cont'd.)

Suggested ch sound pictures:

chest	cheese	chocolate chips
chair	church	chaps
witch	ditch	charcoal
cherry	chain	chart
		chicken, etc.

Confusion

OBJECTIVE: Practice distinguishing sh and ch sounds /ʃ/, /tʃ/.

MATERIALS: None required.

PROCEDURE: Teacher uses both sounds together--as fast as the teacher says the pair the student repeats "same" or "different." Mix pairs so some are same.

sheep-cheap	ship-chip
wash-watch	wish-witch
shoe-chew	chew-Jew
dish-ditch	chain-Jane
mash-match	match-Madge
sheer-cheer	cheer-jeer

Noses and Roses

OBJECTIVE: Practice /z/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) learn the following tongue twister.

Rosie supposes that noses are roses,
But Rosie supposes erroneously.
So Moses told Rosie that toeses are roses,
Not noses as Rosie supposes them to be.

Zappo

OBJECTIVE: Practice /z/ sound; increase vocabulary.

MATERIALS: Picture bingo cards with pictures of items with /z/ sounds; lots of beans. Set of pictures for caller.

PROCEDURE: Use words with /z/ sound. Use picture cards from suggested words below. A student leader calls out the name of a picture card s/he holds and asks the group to check and see if they show it on their picture bingo cards. First one to cover a complete row in any direction is the winner and must name all the pictures in the row. Winner yells "Zappo!" when an entire row is covered.

Picture suggestions:

zoo	zinnia	girls	scales
zero	zither	zipper	bees
zebra	boys	books	music
cheese	scissors	(one free square)	

If You Sneeze

OBJECTIVE: Practice /z/ sound; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Teach and have student(s) repeat and memorize following traditional rhyme:

If you sneeze on Monday, you sneeze for danger;
Sneeze on a Tuesday, kiss a stranger;
Sneeze on a Wednesday, sneeze for a letter;
Sneeze on a Thursday, something better;
Sneeze on a Friday, sneeze for sorrow;
Sneeze on a Saturday, see your sweetheart tomorrow.

Fuzzy Wuzzy

OBJECTIVE: Practice /z/ sound.

MATERIALS: Tongue depressors; tag board.

PROCEDURE: Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't fuzzy, was he?

Teach this through puppets, and show the students how to make stick puppets from pictures they draw of Fuzzy Wuzzy. To make stick puppets, draw the pictures on stiff paper, like tag board, and attach it to a tongue depressor.
Voila! A puppet, and everyone can hold up his own while the class recites the poem.

Telephone Information

OBJECTIVE: Practice /z/ sound.

MATERIALS: Two play telephones, a set of pictures.

PROCEDURE: Someone is chosen to play the operator and someone else to call up. The caller is given a picture of an animal or person and asks, "Where does a (cat) live?" The operator answers, "A cat lives in a house." The caller becomes the operator and another student comes to be caller.

a dog	a queen	a boy
a cow	a squirrel	a fish
a zebra	a chicken	a cow, etc.

One, two . . .

OBJECTIVE: Practice short e /ɛ/ sound; increase vocabulary.

MATERIALS: None required.

PROCEDURE: Teach and have student(s) memorize following traditional rhyme:

One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big, fat hen.

Color Hop

OBJECTIVE: Practice distinguishing short e sound /ɛ/ from short a /æ/ sound.

MATERIALS: Two boxes, one labeled with picture representing short e sound (bed) and one labeled with picture representing short a sound (man); blue and red tokens.

PROCEDURE: Divide group into two teams. Teacher says a word. One player from each team hops to the boxes and takes a token from the box with the right sound. First one to reach the teacher with the color token wins the point. Team with most tokens after designated time (10 min.) wins.

Suggested words:

bed	ten	men	said
bad	tan	man	flash
sad	lad	send	mend
flat	mat	sat, etc.	

Hector Protector

OBJECTIVE: Practice short e /ɛ/ and long e /i/ sounds.

MATERIALS: None required.

PROCEDURE: Students memorize and recite the following rhyme:

Hector Protector was dressed all in green;
Hector Protector was sent to the Queen.
The Queen did not like him,
No more did the King;
So Hector Protector was sent home again.

Old Mother Hubbard

OBJECTIVE: Practice /ɛ/ (short e) sound.

MATERIALS: None required.

PROCEDURE: Read the following verses and have students repeat after and memorize, if possible. Ask questions on content (i.e., what did she go to the cupboard for, etc.).

Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone;
But when she got there
The cupboard was bare,
And so the poor dog had none.

She took a clean dish
To get him some tripe,
And when she came back
He was smoking his pipe.

She went to the hatter's
To buy him a hat,
But when she came back
He was feeding the cat.

Picture Bingo

OBJECTIVE: Practice /d/ sound.

MATERIALS: Bingo picture cards; beans for markers; a set of picture cards for caller.

PROCEDURE: A student leader calls out the name of a picture card s/he holds and asks the group to check and see if they show it on their picture bingo cards. First one to cover a complete row in any direction is the winner and must name all the pictures in the row.

Picture suggestions:

bird	bread	dog
duck	toad	door
doll	dog	dinosaur, etc.

Solomon Grundy

OBJECTIVE: Practice /d/ sound; increase vocabulary and sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Have student(s) memorize following traditional rhyme:

Solomon Grundy,
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Got ill on Thursday
Worse on Friday,
Died on Saturday,
Buried on Sunday:
That was the end
of Solomon Grundy.

Domino D's

OBJECTIVE: Practice final /d/ sound.

MATERIALS: Make cards with pictures on each end. A few have the same picture on both ends. Use six different pictures.

PROCEDURE: Each player draws five cards to begin. The first to draw a double starts by laying his/her card down. The player to his left may lay a card which has that picture, if he has one. If not s/he draws a card from the pile and may play it if it has the picture that matches. Continue to the left until one player has played all his cards. Players must identify cards as they lay them on the table. Four can play.

Suggested pictures:

toad	rod	77	bread
pod	bed		bud

Dame

OBJECTIVE: Practice /ā/ sound.

MATERIALS: None required.

PROCEDURE: Students practice the rhyme and learn to say it clear and fast. Divide class into two groups and each one recites alternate lines.

Dame

My dame hath a lame tame crane,
My dame hath a crane that is lame.
Pray, gentle Jane, let my dame's
tame crane
Feed and come home again.

Wood Would

OBJECTIVE: Practice /d/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) recite the following nonsense rhyme.

Wood said he would
carry the wood
through the wood.

And if Wood said he would
Wood would...
wouldn't he?

79

Doctoring Doctors

OBJECTIVE: Practice /d/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) recite the following tongue twister:

If one doctor doctors another,
does the doctor who doctors the doctor
doctor the doctor the way the doctor he is
doctoring doctors?
Or does he doctor the doctor the way the doctor
who doctors doctors dotors?

Sound Partners

OBJECTIVE: Practice /ɪ/ sound.

MATERIALS: None required.

PROCEDURE: After hearing the two words, indicated by the following:
Same raise your right hand.
Different raise your left hand.

bit - beet	seem - seam
sit - seat	ship - sheep
mit - meet	lid - lead
lip - leap	grid - greed
chip - cheap	wit - wheat
cream - cream	tip - tip
trim - trim	

81 Change pairs around so that they are in no particular order.

Mistress Millie

OBJECTIVE: Practice short i sound /ɪ/, /t/ sound.

MATERIALS: None required.

PROCEDURE: Read and have student(s) memorize the following nonsense rhymes:

a) Mistress Millie ran
From the Andes
To the Indies
In her undies.

b) Little Tommy Tittlemouse
Lived in a little house;
He caught fishes
In other folks' ditches.

Hey! Diddle, Diddle

OBJECTIVE: Practice short i /ɪ/ sound; build vocabulary.

MATERIALS: None required.

PROCEDURE: Teach following old English rhyme and have student(s) memorize it.

Hey! Diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such craft,
And the dish ran away with the spoon.

83

Sing a Song of Sixpence

OBJECTIVE: Practice short i /ɪ/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following old English rhyme and have students memorize it. (Explain meaning of sixpence, rye, etc.)

Sing a song of sixpence,
  pockets full of rye;
Four and twenty black-birds
Baked in a pie.

When the pie was opened
  The birds began to sing;
Now wasn't that a pretty dish
  To set before the king?

Shuffleboard

OBJECTIVE: Practice short i /ɪ/ sound.

MATERIALS: Butcher paper, bean bags.

PROCEDURE: Make a shuffle board of butcher paper and attach it to the floor. Mark off squares into which you draw or paste a picture of a short i sound word. Have a player toss a bean bag into a square. If s/he can make a sentence with the word and say it correctly, s/he can throw again until s/he fails.

ship	dish	potato chip
mitten	witch	stick
fish	sic	pin
kitten	lip, etc.	

Team Tic-tac-toe

OBJECTIVE: Practice short i sound /ɪ/ .

MATERIALS: Picture cards of items with short i sound: kitten, window, stick, children, ship, mitt, nit, tin, etc.

PROCEDURE: Have two teams. Show picture cards to teams alternatively, asking for a sentence using the item shown in the picture. If student can use the word correctly in a sentence, and pronounces it correctly, s/he can mark the board with the team symbol (X or O). If not, chance goes to opposing team. First team with 3 in a row wins.

Betsy Botter

OBJECTIVE: Practice /b/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) learn this tongue twister, then take turns challenging each other to compete.

Betsy Botter bought a bit of
bitter butter.
If Betsy Botter bought a bit of
bitter butter,
How much bitter butter did Betsy
Botter buy?

87

Team Twisters

OBJECTIVE: Practice /b/ sound.

MATERIALS: None required.

PROCEDURE: Divide the group into two teams and play as in a spelldown. Person has to sit down when s/he cannot repeat a tongue twister without a mistake. Last person standing is the winner.

Suggested twisters:

a) A big black bucket of blueberries.
b) Rubber baby buggy bumpers.
c) Double bubble gum bubbles double.
d) Peggy Babcock.

Three Men in a Tub

OBJECTIVE: Practice /b/ sound.

MATERIALS: None required.

PROCEDURE: Read the following rhyme and have students memorize and recite it. (Explain what a knave is.)

Rub-a-dub-dub,
Three men in a tub
And who do you think they be?

The butcher, the baker,
The candlestick-maker;
Turn 'em out, knaves all three!

89

Higglety, Pigglety

OBJECTIVE: Practice /b/ sound and /g/ sound.

MATERIALS: None required.

PROCEDURE: Teach following nonsense rhyme:

Higglety, Pigglety,
  My black hen.
She lays eggs
  For gentlemen.
Sometimes nine,
  And sometimes ten.
Higglety, Pigglety,
  My black hen!

Picture Bingo

OBJECTIVE: Practice /b/ sound; build vocabulary.

MATERIALS: Picture bingo cards, with pictures of items with /b/ sound (see suggestions below). Pictures should be in different order on each card.

PROCEDURE: Give each student a card and 25 beans. A caller has a set of pictures which s/he calls out. As a word is called, the players cover that picture with a bean. The first with 5 beans in a row wins, then becomes the caller when s/he names the winning row of pictures.

Suggested pictures:

bell	boots	bee	bulldog	banjo
golf club	candy bar	bib	boa constrictor	bull
button	submarine	bread	branch	light
barometer	crab	baseball bat	bluebird	bulb
bathtub	bench	boat		
bean	banana			

The Sixth Sheik

OBJECTIVE: Practice long e /i/ and short i /ɪ/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following tongue twister:

The sixth sheik's sixth sheep's sick.

On Strike

OBJECTIVE: Practice /i/ (long e) sound.

MATERIALS: Ten pickets (pieces of paper on a stick) with pictures of items with long e sound.

PROCEDURE: Students sit in a circle and the pickets are distributed to 10 students. One person is chosen to be "it" and s/he closes eyes while one of the pickets is removed and hidden. Then s/he opens eyes and tries to remember which one was removed. Continue, letting different people be "it", until all are hidden but one.

Suggested pictures:

three	bee	peach
tree	knee	sheep
feet	jeep	seed
		key

93

Garbage

OBJECTIVE: Practice contrast between long e /i/ and short i /ɪ/ sounds.

MATERIALS: 4 boxes, two labeled "Garbage" and two with a long e picture (i.e., feet, seed); a set of picture cards of items containing the long e sound--feet, green, bee, seat, tree, etc.--plus short i sound items such as grin, chip, lip, mitt, tin, etc.

PROCEDURE: Divide into two teams and give one set of boxes to each team. One student from each team separates cards (by pronouncing aloud) with long e sound pictures into the "feet" box--and those with short e sounds into the "Garbage" box. Both teams work at the same time limit (1 min. or less) and must stop when time is up. Team with most correctly identified pictures gets the point. Two more students then have a turn. After all students on each team have sorted, team with most points wins.

Missing Words

OBJECTIVE: Practice /i/ sound (long e).

MATERIALS: Picture cards of items with long e sound (see suggestions below).

PROCEDURE: A student calls out the names of two other students, then gives a sentence in which s/he has left out a word. (Example: "I don't have the _____to the room." (key).) The student who first goes up and chooses the correct picture to complete the sentence is the next caller. Upon selecting the picture the student must also repeat the complete sentence. (This can be done in teams, with teacher making the incomplete sentences.)

seed	seat	beetle	knee
meat	heel	team	bee
peach	jeep	machine	ear
feet	key	beet, etc.	

G-Twisters

OBJECTIVE: Practice /g/ and /b/ sounds.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat and memorize the following tongue twisters:

a) Rubber baby buggy bumpers.

b) Gary Green gazed on granny's gregariously grazing geese.

c) Black bug's blood.

The Dog at the Dock

OBJECTIVE: Practice /g/ sound, /k/ sound.

MATERIALS: None required.

PROCEDURE: Students practice and recite the following tongue twister. Following the reciting, have the students define the words with a /g/ sound (or /k/ sound).

The dog at the dock hurt his leg at the lake
By a pig with a nick from a bag on his back
Wearing a wig like a wick found saluting
a flag with a flak.

A Bug in My Bag

OBJECTIVE: Practice /g/ sound.

MATERIALS: Several small objects (toys) whose names have final /g/ sound. An apron or cash register for the salesperson; a shopping bag for the customer.

PROCEDURE: Set up a store with items. Have students come into the store and ask for them. If they can say them correctly, he can buy them. At the end, each one can go through his/her bag saying, "I have a small _____ in my bag," etc.

frog	bug	log
flag	dog	hog
pig	tag	

Sing a Song of Sixpence

OBJECTIVE: Practice /g/ sound; increase vocabulary; increase sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Read following rhyme; have students repeat; ask questions about what happened (i.e., what were baked in a pie? what happened when the pie was opened? what was the King doing in the counting house? what was the Queen doing in the parlor? what happened to the maid when she was in the garden?)

Sing a song of sixpence,
Pocket full of rye;
Four and twenty blackbirds
Baked in a pie.

(cont'd.)

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Sing a Song of Sixpence (cont'd.)

When the pie was open'd.
  The birds began to sing;
Wasn't that a dainty dish
  To set before the king?

The king was in his counting-house
  Counting out his money;
The queen was in the parlor
  Eating bread and honey;

The maid was in the garden
  Hanging out the clothes.
Along came a blackbird,
  And snapped off her nose!

Circus-Auction

OBJECTIVE: Practice /g/ sound.

MATERIALS: Small items wrapped individually to be "sold"; play money.

PROCEDURE: One student will be the auction caller and the rest will take turns bidding. Caller must use at least the following words and more to auction out:

pig	hog	bug
tiger	dog	dragon
frog	flag	

Matching G's

OBJECTIVE: Practice /g/ sound; increase vocabulary; increase sentence comprehension and production.

MATERIALS: Picture cards of items containing /g/ sound. (See suggestions below.)

PROCEDURE: Divide into teams or play individually. Place picture cards face down on table. First one player, then another turns a card over and identifies it (1 pt.), then uses it in a sentence (1 pt.). If one team cannot do one or both tasks, opposing team gets the chance. First to reach 10 or 15 points wins.

Suggested pictures:

bug	twig	dog
smog	fog	egg
log	leg	girl
pig	wig	grass
hog	frog	goggles, etc.

Wistful Willie

OBJECTIVE: Practice /hw/ sound.

MATERIALS: None required.

PROCEDURE: Read following nonsense rhyme; have student(s) repeat and memorize.

Who will wet the whetstone
while wistful Willie whistles?

Whistle for Beans

OBJECTIVE: Practice /hw/ sound.

MATERIALS: A small container (box or can) for each child and teacher, 20 marbles, beans, buttons, etc. for each.

PROCEDURE: Read these words, asking them to raise hands when "wh" sound is said. If they are correct, they put beans in their cans. If no one gets one, the teacher puts a bean in his/hers. When words are mastered, go to sentences.

way	whey	wail	whale
witch	which	world	whirled
wear	where	were	whir

1. The wheat waved when the wind blew.
2. I will wheel the wheelbarrow whenever you wish.
3. Where is my white whistle?
4. The wheel said, "whir, whir, whir."

Wicked Witches & Wild Winds

OBJECTIVE: Practice /hw/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat following tongue twisters, then make up their own.

a) Which is the wicked witch that wished the wicked wish?

b) The wild wind whipped Whit from the wharf.

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Whimbobo

OBJECTIVE: Practice /hw/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat this old English counting rhyme:

Whimbobo, whambobo, four-bodied draper,
Lilico, balico, sickety sackety;
Dunety, danity, whirligig.

Take a Giant Step

OBJECTIVE: Practice /hw/ sound.

MATERIALS: A set of pictures with "w" and "wh" sounds.

PROCEDURE: Line the students across the room and designate a finish line. Go down the line showing pictures. If the student correctly identifies the picture, s/he can take a giant step. First to the finish wins.

Picture suggestions:

whistle	wind
wheat	whip
wheel	water
whale	wet

When the Wind is in the East . . .

OBJECTIVE: Practice /hw/ sound; increase vocabulary; increase sentence comprehension and production.

MATERIALS: Compass or weathervane could be used (optional).

PROCEDURE: Read the following rhyme and ask questions on content: What happens when the wind is in the east, north, south, etc.?

When the wind is in the east,
'Tis not good for man nor beast;
When the wind is in the north,
The skillful fisher goes not forth;
When the wind is in the south,
It blows the bait in the fishes mouth;
When the wind is in the west,
Then it's at the very best.

Riddles

OBJECTIVE: Practice /hw/ sound.

MATERIALS: None required.

PROCEDURE: Two teams take turns giving each other riddles. A correct answer scores a point.

The opposite of black (white).
A very quiet way of talking (whisper).
A round part of a car (wheel).
A huge animal that swims in the ocean (whale).
A question about a person (who).

Ask them to make up riddles about the same words, and others.

Four Questions

OBJECTIVE: Practice /hw/ sound.

MATERIALS: Various objects individually wrapped as packages for sale.

PROCEDURE: One student holds up a package only s/he knows what is in it. S/he solicits four questions from each of the students in the group. The four questions must begin with: What . . .? Where . . .? When . . .? Why . . .? Following the series of four questions each student gets a chance to ask, "Is it a (cow)?" The person who guesses correctly becomes the leader.

Swan Swam (Tongue Tripper)

OBJECTIVE: Practice /m/ sound.

MATERIALS: None required.

PROCEDURE: Students take turns reciting the following tongue tripper:

Swan swam over the sea,
Swim, swam, swim!
Swan swam back again,
Well swum, swam!

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"I'm"

OBJECTIVE: Practice /m/ sound.

MATERIALS: None required.

PROCEDURE: Students stand in a circle and each person takes a turn in posing as an animal or a thing.

Example: A student receives his/her turn and starts hopping like a rabbit. Then says, "I'm a _____." The rest of the group is to guess "rabbit."

Picture Bingo

OBJECTIVE: Practice /m/ and /n/ sounds.

MATERIALS: Picture bingo cards (pictures in squares, same pictures but in different order on each card); lots of beans; complete set of pictures for caller.

PROCEDURE: Play as for "Picture Bingo", p. 23.

Suggested pictures:

moon	man	sun
hen	ten	swan
horn	lemon	crane
lamb	thumb	woman
ram	palm tree (1 free square)	

Sam the Ram

OBJECTIVE: Practice /m/ sound.

MATERIALS: None required.

PROCEDURE: Students practice the following tongue twister and then challenge each other to say it.

Sam the ram roamed home
Ate the ham with sham
Wham, wham went the ram
Sam

M-Twisters

OBJECTIVE: Practice /m/, /s/ sounds.

MATERIALS: None required.

PROCEDURE: Read the following tongue twisters. Have students repeat and challenge each other to say them correctly, then make up their own.

a) Slim Sam slid sideways on the slippery mat.

b) Tom threw Tim three thumbtacks.

c) Sly Sam sips Sally's mother's simmering soup.

d) Mellow yellow lemon liniment.

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"Does it make a sound?"

OBJECTIVE: Practice /m/ sound.

MATERIALS: Pictures of words with the /m/ sound that make a noise and others that do not.

PROCEDURE: Divide into two groups or more and as the teacher shows each group a picture, student must say the name of the picture and say, "Yes" if it makes a noise and "No" if it does not.

Picture suggestions:

jam	money	dam	mom	yam
ham	plum	ram	gum	man
woman	film	lamb	camera	moth

Baseball Game

OBJECTIVE: Practice /m/ sound.

MATERIALS: Two teams, each having at least one of the following: a pitcher, a catcher, a first, a second and a third baseman. A set of picture cards--things that contain /m/ sound.

PROCEDURE: Set up class like a baseball diamond; designate 1st, 2nd, and 3rd bases, home and a pitcher's mound. The pitcher has the cards. He shows the first to the batter. If the batter can tell what it is correctly, he/she advances to first. At first base, s/he competes with the 1st baseman for the next card. If the batter correctly identifies it first, s/he goes to 2nd, and so on as long as s/he wins. If the 1st baseman beats him/her at telling what it is, s/he is out. If neither can identify it, s/he stays at the base

 (continued)

Baseball Game (cont'd.)

and someone else is up. S/he then advances ahead of the other player, scoring a point, if s/he can get home. At three outs, the teams switch. Teacher is umpire and scorekeeper.

Suggested pictures:

jam	mice	gum
lamb	man	mouse
plum	windmill	milk

Rain

OBJECTIVE: Practice final /n/ sound.

MATERIALS: None required.

PROCEDURE: Students recite the poem to practice words that end in "n".

Rain
No rain, no rain!
Tom said, sad, sad,
for the brown, brown grass
will dry, dry, dry.
Rain, rain, rain!
I'm glad, glad, glad
for the green, green grass
will grow, grow, grow.

Nellie's Nightie

OBJECTIVE: Practice /n/ sound.

MATERIALS: None required.

PROCEDURE: Have students learn following tongue twisters and make up their own using /n/ sounds.

a) Nellie gave Nettie a knot on her noggin
for knitting her nice nightie so naughtily.

b) Nineteen nimble noblemen nibble ninety-nine nuts.

c) Nicky Nelson's noble lemon liniment.

The Flea and the Fly

OBJECTIVE: Practice /f/ and /l/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following nonsense rhyme. (Explain what a flue is.)

A flea and a fly got caught in a flue.
Said the fly, "Let us flee."
Said the flea, "Let us fly,"
So together they flew through a flaw in the flue.

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Quiz Show

OBJECTIVE: Practice making sentences.

MATERIALS: None required.

PROCEDURE: Divide group into "panel" and "contestants." Panel uses incomplete sentences. The contestant must tell the word that finishes the sentence. May also be played with just two students.

Example: A man was walking down the (street) when he saw a car go by.

We all have two (feet).

I'm going on a picnic tomorrow if it doesn't _____ (rain).

One Stormy Night

OBJECTIVE: Sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Read the following traditional English rhyme and have student(s) repeat it in his/her own words. Use probe questions if necessary.

Two little kittens,
One stormy night,
Began to quarrel,
And then to fight.

One had a mouse,
The other had none;
And that's the way
The quarrel was begun.

 (cont'd.)

"I'll have that mouse"
Said the bigger cat.
"You'll have that mouse?"
We'll see about that!"

The housekeeper seized
Her sweeping broom,
And swept both kittens
Right out of the room.

The ground was covered
With frost and snow,
And the two little kittens
Had nowhere to go.

They lay and shivered
On a mat at the door
While the old housekeeper
Was sweeping the floor.

And then they crept in,
As quiet as mice,
All wet with the snow,
And as cold as ice,

And found it much better,
That stormy night,
To lie by the fire
Than to quarrel and fight.

Fainting Fleas

OBJECTIVE: Practice /f/ sounds; sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat following tongue twisters, then make up their own variations.

a) Fanny Farmer's father fried fifty flounder for five French friars.

a) Phillis found four fat dogs fiddling ferociously for five fainting fleas.

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Chuckie and Shirley

OBJECTIVE: Practice sh /ʃ/ and ch /tʃ/ sounds, sentence comprehension and production.

MATERIALS: None required.

PROCEDURE: Have students learn following tongue twisters, then make up their own, using sh and ch sounds correctly.

a) Chuckie and Shirley sold Sherry some skinny, sickly chicks.

b) Shifty Sheila shopped for cheap ship trips.

c) Shoe and socks shock Charlotte.

Shy Sherry

OBJECTIVE: Practice sh and ch sounds /ʃ/, /tʃ/.

MATERIALS: None required.

PROCEDURE: Have student(s) learn the following tongue twister and make up variations.

Shy Sherry seriously sews
shimmering shirts for six
saucy sailors.

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I Saw Esau

OBJECTIVE: Practice /s/, sh /ʃ/ sounds.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat following old tongue twister:

I saw Esau kissing Kate.
I saw Esau, he saw me.
And she saw I saw Esau.

Pickled Peppers & Prangly Pears

OBJECTIVE: Practice /p/ sound, sentence comprehension & production.

MATERIALS: None required.

PROCEDURE: Have student(s) learn the following old tongue twister:

Peter Piper picked a peck of pickled peppers.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers
Peter Piper picked?

Or its variation: 129

Peter Prangle picked a peck of
prickly, prangly pears.

(cont'd.)

If Peter Prangle picked a peck of
prickly prangly pears,
Where's the peck of prickly prangly pears
Peter Prangle picked?

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GLOSSARY

decode The psychological process by which a hearer derives meaning from a verbal message.

encode The psychological process by which a speaker converts meaning into a spoken utterance.

grammar A system of rules by which sounds and words are combined into meaningful units of communication.

morpheme The smallest unit of meaning of a language. A morpheme may be a complete word as in *house*, or it may be a unit of speech which has no meaning by itself but contributes to the meaning of a word, i.e., the sound added to *house* to produce the plural form *houses*.

phoneme The basic sound units by which morphemes, words and sounds are represented.

psycholinguistics The study of the interrelationship of psychological and linguistic behavior.

syntax The rules for arranging words to make meaningful phrases and sentences.